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| Assessment Task Planner  ***Sample Template*** | | | | | | |
| Year Group | 11 | Language | | French | | |
| Name of Unit | Topic: Personal identity  Sub topic: Family, Friends and Relationships | | | | | |
| Goals of the task | By doing this task, the students will demonstrate their ability to:   * Talk about their relationships with their parents * Understand and use a range of vocabulary related to the topic of family | | | | | |
| Type of task  Eg. Group project; In-class test;  Take-home project; Presentation | * In class listening task with a group discussion to follow | | | | | |
| The Task   * What will the students do? * How will they demonstrate their understanding? | Students:  Step 1: Listen to a text about being a step-parent (2-3 times, depending on difficulty)  Step 2: There will be a note-taking sheet where students can summarise the main ideas presented in the text. In a small group discuss the main points of the text and explain how their family situation is similar/different | | | | | |
| Skill/s to be targeted  (tick all that apply) | Listening  20 | | Reading | | Writing | Speaking  10 |
| Content  What knowledge will students be asked to demonstrate?  Eg. Daily Routine vocabulary, subjunctive tense | * Vocabulary with relationships/family * Tenses – present/passe compose/imparfait conditionnel | | | | | |
| Syllabus outcomes | 3.1 conveys the gist of texts and identifies specific information  3.4 draws conclusions from or justifies an opinion  1.1 uses a range of strategies to maintain communication  1.4 reflects on aspects of past, present and future | | | | | |
| Marking Criteria | Students will be marked on:   * Listening * identifies and understands focus grammar and structures and vocabulary * understands the gist of the text * interprets and evaluates the ideas and information * Speaking * to what extent the student is able to use their language – is it correct and is there a wide range of vocabulary * how does the student express his/her opinion and ideas * is the student able to maintain a conversation within the small group * each student to be assessed individually * task is recorded | | | | | |
| Feedback  How will feedback be provided? | To student:   * Oral and written feedback   To teacher:   * Evaluation of the task by students   To parents:   * Becomes part of the report | | | | | |
| Evaluation/Reflection  How will you evaluate the success of this task? | * Student evaluation * Range of marks/grades – via rubrics for both components | | | | | |
| Resources | * Listening text chosen from AQA <http://www.aqa.org.uk/subjects/languages> * Recording device | | | | | |